Western Carolina University

Joint Task Force on Racism

Final Recommendation Report

Submitted to Faculty Senate: April 11, 2017

Development of the Task Force

The Joint Task Force on Racism (JTFR) is a multidisciplinary group, composed of campus members from a variety of roles, that studied and considered issues related to diversity and inclusion, specifically with regard to race and ethnicity, at Western Carolina University (WCU). The group was charged with meeting during the 2016-2017 academic year to examine the campus climate and to seek to understand the extent and impact of racism and ethnocentrism within the WCU community. Ultimately, the group was charged with providing recommendations to WCU's administration and the faculty, staff, and student government bodies. The recommendations were to specifically focus on actions that could be taken and/or policy or procedural changes that could be implemented to improve the campus culture by promoting safety, security, inclusiveness, and diversity within the WCU community.

The JTFR was formed following a resolution passed by the Faculty Senate in April 2016, and later approved by Chancellor David Belcher in July of 2016 (see Appendix A), that called for the creation of a task force following a number of well-publicized, racially-charged discussions and comments on several social media platforms and chalking on campus grounds.[1] Based on these incidents, concerned faculty members sponsored the resolution to form a task force to address the issue of racism within the WCU community. The resolution was passed unanimously with two abstentions. It called for the JTFR to be chaired by Kathleen Brennan, the Department Head of Anthropology and Sociology, and for the remaining members to broadly represent other campus stakeholders. The JTFR membership was drawn from faculty, staff, and students (with many members belonging to their respective governance bodies), and intentionally reflected a number of viewpoints and strengths, including but not limited to ties to community groups, influence and engagement in university circles, expertise with data analysis and research, as well as length of tenure with the university (i.e., veterans as well as relative newcomers). The complete JTFR membership list is located in Appendix B.

Task Force Process

The JTFR met approximately twice per month through the fall and early spring semesters, then divided into three subcommittees in late January: the (1) Campus Climate, (2) Prioritizing Diversity and Inclusion, and (3) Diversity and Inclusion Education and Training subcommittees. These subcommittees were formed to pull together the JTFR's work and to draft written recommendations for this report. In addition to the specified JTFR membership from student, staff, and faculty groups, the university Chief Diversity Officer and the Dean of Students, who each served in an ex officio, advisory capacity, were invited to and attended many JTFR meetings prior to the point when the members broke into subcommittees to draft and discuss report recommendations. Additionally, an early JTFR meeting was attended by the University General Counsel, during which the agenda focused on the charge of the JTFR and WCU's legal options and purview. This meeting helped to shape the range of outputs that the JTFR could consider. Based on the most serious commitments and constraints (foremost being the constitutional protection of free speech) of the University and UNC System, it was decided that

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[1] http://www.smokymountainnews.com/news/item/17517-promoting-civility-online-posts-prompt-discussion-about-race-and-inclusiveness-at-wcu

the focus of the JTFR would not be on limitation of speech or stricter enforcement of conduct codes, but rather education and training for students and employees, policy and/or procedural alterations, organizational alignment, cultural strengthening, administrative responsiveness, and emphasis and promotion of diversity and inclusion opportunities.

Along with consultation from the Chief Diversity Officer, Dean of Students, and University General Counsel, an early JTFR undertaking involved the review and discussion of previously-collected survey data, including 2015 COACHE (Collaborative on Academic Careers in Higher Education) faculty data[2], staff data collected by the Staff Senate in 2015[3], and student data collected by the Office of Institutional Planning and Effectiveness via 2016 sophomore and graduating senior surveys[4]. Additionally, throughout the academic year both the Faculty and Staff Senates received routine updates about the JTFR and solicitation of feedback and recommendations. In November, the Office of the Chancellor also held a social for members of the JTFR, the Staff and Faculty Senates, and the Student Government Association to collect data, share ideas, and have conversations related to the campus climate and potential recommendations. The social was well-attended and a great deal of information was collected. The chair of the JTFR also met with Executive Council, both collectively and with select individual members, several times throughout the academic year to keep them updated on JTFR progress and solicit feedback. During these meetings, the JTFR was informed of the planned distribution of a campus climate survey during the 2017 spring semester and planned to utilize the climate survey findings to further inform its recommendations.

The campus climate survey, with a planned, specific focus on race/ethnicity and diversity issues, was not a JTFR project, but rather a collaboration between Student Affairs (specifically the Dean of Students) and Academic Affairs (specifically the Chief Diversity Officer), and also involved the Office of the Chancellor (specifically the Chief of Staff). The JTFR had an opportunity to review a draft instrument in early January, and provided extensive methodological feedback about the instrument and distribution approach. In addition to feedback about the draft instrument, the JTFR asked that the survey sponsors consider a list of specific research questions, and represent those in the survey (see Appendix C). Due to the timing of the survey release, which was delayed for instrument modification, the results were not available to inform the JTFR's recommendations. However, this data should be a valuable resource for university administration, particularly in terms of evaluating and prioritizing the implementation of recommendations.

The work of the JTFR concludes at the end of the 2017 spring semester with the submission of final recommendations focused on campus diversity and inclusion. The draft of this report, including recommendations, was circulated to the Faculty and Staff Senates, the Student Government Association, the Chief Diversity Officer and Dean of Students, members of Executive Council, as well as the University General Counsel for a review and comment period. The deadline for the draft report coincided with the March 22, 2017 Faculty Senate meeting where the draft report was scheduled to be discussed and revisions suggested.[5] Following this

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[2] https://intranet.wcu.edu/academicaffairs/COACHE/Forms/AllItems.aspx
[3] https://www.wcu.edu/WebFiles/PDFs/StaffSenateSurveyResults-2015.pdf
[4] http://www.wcu.edu/learn/office-of-the-provost/oipe/surveys/index.aspx
[5] The draft recommendation report was instead discussed at the March 29, 2017 overflow Faculty Senate meeting.

review and revision period, the JTFR and WCU's Executive Administration are scheduled to host an Open Forum[6] to provide campus community members with information about the JTFR's work and final recommendations as well as to provide an opportunity for the community to ask questions of and give feedback to the JTFR and Executive Administration. WCU's Executive Administration has agreed to revisit the JTFR recommendations at the commencement of the 2017-2018 academic year, including their renewed discussion at the August 2017 Opening Assembly.

Task Force Recommendations

Two general themes consistently arose throughout the course of the JTFR's process of collecting, analyzing, and discussing WCU and UNC System information as well as feedback from a variety of campus members: (1) the need to prioritize diversity and inclusion on campus, and (2) the desire for educational and training opportunities related to diversity and inclusion.

The prioritization of diversity and inclusion on campus would be reflected in the creation of a campus culture that is respectful of difference. To this end, ***WCU must adopt and articulate a clear position of commitment to diversity and inclusion and develop a shared understanding of this institutional value in the campus community.*** Starting with the highest levels of leadership, WCU must offer opportunities to raise awareness of multiculturalism, actively promote an appreciation of diversity, and create a physical environment that is inviting to all faculty, staff, and students. Building a campus culture that values diversity and inclusion is critical for student, staff, and faculty success, particularly those of color and international populations. Beyond WCU, diversity in higher education more broadly is paramount for an increasingly diverse society and a global economy. As the state of North Carolina continues to undergo rapid population growth and demographic change, WCU must respond to the needs of a more diverse student population to prepare students to become leaders and thriving citizens in a pluralistic and multicultural society. At its fullest potential, higher education allows students to interact with people from different backgrounds and to engage a range of ideas and perspectives. This educational experience cultivates the skills that graduates will need to function adeptly in a global society.

Our university mission statement clearly outlines "cultural diversity and equal opportunity" and the "free and open interchange of ideas" as core values and guiding principles "to sustain and improve individual lives and enhance economic and community development in Western Carolina and beyond".[7] However, information represented in recent campus survey data as well as information gathered during group and individual discussions with the JTFR raise questions as to whether campus community members feel knowledgeable about issues surrounding cultural diversity and equal opportunity or prepared to engage in the free and open interchange of ideas about diversity and inclusion: Do faculty and staff feel prepared to teach about diversity and inclusion? If so, how prepared are they? Do they know how to effectively address student concerns and questions when on- and off-campus events occur? When they provide information,

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[6] The forum is scheduled for Monday, April 17, 2017 from 2:00 to 3:00pm in the University Center Theater. The recommendation report was finalized in advance of the Open Forum.
[7] http://www.wcu.edu/discover/about/mission-vision.aspx

is it accurate, appropriately framed, and legally allowed? Do faculty and staff understand when and how it is appropriate to express their speech rights on campus? Do employees feel empowered to address derogatory or discriminatory language?

Research indicates a common obstacle to incorporating diversity and inclusion content in one-on-one and classroom discussions is that instructors "lack the personal knowledge of their own cultural competence and feel uncomfortable exploring these issues with their students" (Saunders, Haskins, and Vasquez 2015: 22).[8] This leads one to question how prepared our students are to enter real-world settings where they will be living and working with people of diverse backgrounds. Student feedback to the JTFR indicates that some students feel the direct application of knowledge related to diversity and inclusion has been lacking in their curriculum at WCU. Like many universities, WCU must examine the curriculum that is offered and how it addresses students' needs for skill development in the area of diversity and inclusion. Are the needs of diverse students being met? Alternatively, we may ask whether our recent alumni feel prepared to work with persons from culturally diverse groups.

Based on the above considerations, the JTFR offers the following eight recommendations[9] to prioritize diversity and inclusion and offer educational and training opportunities related to diversity and inclusion at WCU:

Recommendation 1: Clarify the university stance on diversity and inclusion and strengthen the integration of this stance into campus culture.

WCU has an opportunity to improve its published statements on its commitment to diversity and inclusion. Several other campuses in the UNC system provide excellent examples of more concise and clear diversity statements in public-facing institutional materials (see website examples in Appendix D). The WCU campus community would benefit from a clear administrative directive stating that we, as a community, promote an environment of inclusion, respect, and affirmation. We further recommend that the Chancellor reiterate this directive and provide an update on our progress on diversity and inclusion initiatives during the Opening Assembly each year. This emphasis during a well-attended, high-level forum would set the tone about the importance of diversity and respect for difference as an important part of the campus culture.

Recommendation 2: Jointly create a campus doctrine / social contract of respect for all campus members.

One means of strengthening the tone of WCU's commitment to diversity and inclusion is the creation of a "respect compact" (see Appendix E for an example of this type of document). This

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[8] Saunders, Jeanne A, Motier Haskins, and Matthew Vasquez. 2015. "Cultural Competence: A Journey to an Elusive Goal." *Journal of Social Work Education*, 51: 19-34.

[9] In an effort to give WCU's administration the ability to effectively address our recommendations over time with knowledge of availability and organization of budgetary and other institutional resources, the JTFR intentionally made the decision not to list our recommendations in priority order or assign a suggested timeline for completion of each recommendation. However, we request a documented response to the recommendations that includes priority of and timeline for completion.

document could serve as the core of our shared and documented beliefs within the institution and signal that the WCU community does not tolerate bigotry or discrimination. This compact should be signed by the Chancellor and all other members of Executive Council, the SGA President, the Faculty and Staff Senate Chairs, the Alumni Association Chair, and the Board of Trustees Chair to demonstrate a unified commitment to these values and principles. This respect compact should also be made available for all incoming students to sign and agree to as they begin their education at WCU, noted and highlighted during the yearly opening Convocation, and provided as a portion of the new faculty and staff orientations. This document could serve as the bedrock for our efforts to move forward on this issue, providing direction about shared aspirations within the WCU community, and communicating to the outside community that we are sincerely dedicated to creating an environment of inclusiveness. These steps would visibly define and publicize our commitment to diversity.

Recommendation 3: Improve communication about how campus concerns related to diversity and inclusion are being addressed.

When the campus experiences a race-based incident, the administration needs to address it in a timely manner. A swift and substantive response that is broadly disseminated, accompanied by any meaningful action (e.g., trainings, community conversations, forums) would vastly improve the campus culture, instill trust, and prevent escalation.

Recommendation 4: Compile campus diversity-related information.

WCU should establish and maintain a high-profile, collaborative, and well-organized university-wide communication network related to diversity and inclusion that includes a calendar highlighting diversity-related events around campus. The creation of this centralized and organized web presence would provide a visual and dynamic representation to the WCU community, external audiences, and prospective students and their families that WCU is committed to these issues. This web page should be designed and regularly updated by the Chief Diversity Officer and feature the aforementioned respect compact, current news and research regarding inclusion and diversity issues, an online diversity resource guide providing information/material about diverse populations, and a directory of speakers/contacts who may provide diversity-related services.[10] In addition, the website should contain information related to the protocol for safe reporting of bias and discrimination incidents. While bias/discrimination reporting is currently available to both student and employee populations, the process by which one reports these events is not widely known nor easily located on WCU's website. A unified web presence would consolidate this information in a way that is easier to find and demonstrates WCU's commitment to protect community members from bias and discrimination.

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[10] At the March 27, 2017 Student Government Association meeting, student senators also noted that WCU should regularly update campus demographics and make those statistics available (via website) for those interested in the composition of the campus population (students, staff, and faculty).

Recommendation 5: Regularly conduct formal assessments of campus race/ethnicity equity.

WCU must create and sustain a campus climate in which respectful discussions of diversity are encouraged and as such, additional measures are needed to create a climate in which the values of diversity will take root and flourish. There is a perception that minority group member staff and faculty are subtly and/or overtly discriminated against in the hiring, promotion, and tenure processes, however assessment of existing human resources data does not seem to be conducted or, at the very least, the findings are not transparently shared or communicated with the campus. It would be helpful to have this issue clarified. We therefore recommend that WCU engage in an equity study to examine things such as the diversity of applicant pools and employment outcomes, the number, proportion, and positions of minority employees, the length of employment compared with non-minority populations, and discrepancies in promotion rates. Additionally, we strongly recommend that the Chief Diversity Officer coordinate the periodic deployment of the race/ethnicity campus climate survey to examine changes in perceptions and reported experiences by both minority and non-minority populations, longitudinally.

Recommendation 6: Create a standing university-level committee to address campus issues related to race/ethnicity.

The establishment of a high-profile, standing committee is essential to creating an atmosphere that illustrates WCU's commitment to the breadth and depth of issues related to race and ethnicity. This group should be directed by the Chief Diversity Officer, draw from standing representative leadership groups, and focus on making progress toward meeting university diversity goals and objectives. A standing committee helps to ensure consistent attention to these issues and progress towards goals in a proactive manner. Such a committee also helps to ensure campus commitment, accountability, and meaningful collaboration. We recommend that the committee consist of administrators across levels, faculty, staff, and student members, and also employ a strategy of rolling membership so that a historical perspective may be maintained and efforts may be built upon year by year.

Recommendation 7: Provide adequate support for the Chief Diversity Officer.[11]

The Chief Diversity Officer (CDO) cannot provide the vision, leadership, coordination, and strategic planning for the design and implementation of a university-wide initiative to ensure diversity without assistance. Under the current structure, the CDO is understaffed, underfunded, and is not immediately obvious as a resource to the campus community. Research of the 16 UNC schools indicates that all CDOs have a staff that includes administrative support, as well as student leaders, program directors, and educational staff. Part of demonstrating the campus commitment to equity, access, social justice and inclusion for all includes adequately resourcing the CDO and raising the position profile on campus. WCU should examine the role, staff, and organizational alignment of our CDO. We recommend that the Executive Administration empower the CDO position through improved alignment with other related units, the addition of a full-time dedicated support staff, inclusion in the university's Executive Council, expanded budget for programming and research, and/or other related opportunities for increased influence and greater presence in university decision-making.

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[11] At the March 27, 2017 SGA meeting, student senators emphasized their support for this recommendation.

Recommendation 8: Increase resources for diversity training and education opportunities.

The JTFR highlights the need for long-term university commitment to the advancement of and support for campus education and professional development in the area of diversity and inclusion for students, staff, and faculty alike. The provision of educational and training opportunities in this regard aligns with the university mission and we strongly recommend that university resources be earmarked to increase these opportunities and establish an ongoing, long-term culture of training and education at WCU. As indicated in Appendix F, the 16 campuses of the UNC system reflect a variety of diversity initiatives and some campuses have made a notable, concerted effort to make diversity and inclusion training a university priority.[12] Compared to the other UNC campuses, WCU seems to fall into the lower half when it comes to education and training initiatives; or at least this is what is reflected by the information provided on our website.

The JTFR views increasing resources for education and training as an opportunity for WCU on several levels. Doing so will help address some of the previously discussed recommendations on more transparently communicating our diversity initiatives, which would include compiling our education and training opportunities and openly advertising them on our website in a way that is easily accessible to campus and community members. This resource allocation also makes better use of already-existing education and training opportunities and expands opportunities for campus community member professional development. Because research shows that mandatory education and training programs on diversity has mixed results at best, particularly in workplace environments, we stress the importance of the voluntary and professionally-oriented nature of these education and training opportunities. We also recommend that the university incentivizes participation (but does not penalize non-participation) through already-existing mechanisms such as the SHRA goal development process, the Annual Faculty Evaluation process, and the 360 Degree Assessments for Administrators.

Enhance existing education and training opportunities.

WCU Strategic Plan – In the near future, WCU will start the process of developing a new strategic plan. As the current plan, 2020 Vision: Focusing Our Future, has, in effect, no discussion of diversity, inclusion, cultural competence, or related concepts, we recommend these concepts center strongly in the new plan, which would necessitate the commitment to diversity and inclusion education and training for students, staff, and faculty as well as the resources to support them.

The Summer Institute of Teaching and Learning (SITL) – Each summer, the Coulter Faculty Commons offers a multiday workshop with distinct focus areas to assist with faculty skill development. We recommend that a focus area related to diversity and inclusion or cultural competence be offered each year.

WCU Works – Offered by the Office of Human Resources, this new "professional certification program providing high-quality development in skills and competencies vital

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[12] The majority of the data reflected in the Appendix was directly accessible via the websites of individual institutions.

to organizational and professional success" includes different tracks culminating in a certificate of achievement. Offering a track in cultural competency or adding impactful components of cultural competency to the leadership track would produce campus members who would model appropriate and effective behaviors surrounding diversity and inclusion and assist others in learning them as well.

Student Modules – Students are required to complete a number of modules intended to inform them about campus expectations and policies surrounding sexual assault and alcohol and drug use. We recommend all students be required to complete a brief, substantive module that educates them on when and how it is appropriate to express their speech rights on campus. Additionally, following the new freshman and transfer student orientation skit model that engages students on a personal, one-on-one level, students could be introduced to acceptable and expected ways for interacting with those different from them, communicating along the way our campus culture of respect and civil discourse. The importance of ongoing, consistent messages about diversity and inclusion to our students throughout their time at WCU cannot be overemphasized.

DegreePlus – As one of the four professional skill categories offered through DegreePlus,[13] cultural responsiveness emphasizes five outcomes[14] that help educate students on issues surrounding diversity and inclusion. While DegreePlus is not (and should not be) the sole vehicle for satisfying diversity and inclusion training for students, there is an opportunity to utilize this existing initiative to provide important education in the area of diversity and inclusion.

International Programs and Services – WCU could invest more in efforts to send students, staff, and faculty abroad in order to facilitate the high-impact educational practice of experiencing another culture through immersion, as well as increase the number of visiting faculty and students from abroad. Developing a larger corps of students, staff, and faculty who have gone abroad will enhance global understanding and diversity across campus. The presence of more students and faculty from other countries on campus will also enhance multicultural/diversity education and appreciation at WCU.

Emphasize new education and training opportunities.

Campus Speaker Series – A high-profile, university-sponsored campus speaker series that focuses on engaging in respectful discourse regardless of one's opinions / ideologies, expanding knowledge of civics, and reinforcing that arguments are evidence-based would be an effective means of professional development for all members of the campus community, regardless of their group membership.

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[13] https://www.wcu.edu/discover/about/Accreditation/qep/

[14] (1) Articulate an awareness of key historical and present issues surrounding race, ethnicity, gender, social class, religion, sexual identity, ability, national origin, or other identities; (2) Articulate one's own traditions, norms, biases, and differences/commonalities in relation to others; (3) Practice cultural sensitivity and respect when interacting with others; (4) Seek out unfamiliar cultural spaces and experiences; and (5) Identify resources and appropriate forms of advocacy to promote social justice and equity/equality.

External Training Programs – Off-campus "train the trainer" programs such as those offered by the National Conference for Race & Ethnicity in American Higher Education,[15] Campus Pride (Camp Pride Summer LGBTQ Leadership Academy),[16] and the National Coalition Building Institute[17] are a worthwhile investment that will provide a limited group of university members who have been vetted through a competitive selection process to learn the most up-to-date advances from experts in the field. Upon returning to campus, attendees further develop their newly acquired knowledge and skills by training others on campus, thus broadening a campus culture that values diversity and inclusion.

Internal Training Programs – Provide on-campus trainings to help employees understand their rights and responsibilities within the campus community. Rights of speech and assembly are not always clear from an employee perspective. Having campus Legal Counsel and Human Resources provide training that empowers employees with education about campus policy and legal guidelines would ensure that more employees feel safe to be vocal about their commitment to diverse and inclusive campus community.

Internal Academic Certificate Programs and Interdisciplinary Minor[18] – The development of an academic certificate or interdisciplinary minor in cultural competency would be professionally and personally relevant for students who desire to expand their knowledge and experience in the field and better position themselves in a competitive job market. It is imperative that these be vetted through the university curriculum process. A tie between the academic side and campus programming in this area would further strengthen student learning outcomes.

Concluding Remarks

The JTFR commends the campus community for addressing the critically important, but also complicated issue of diversity and inclusion. In this recommendation report, the JTFR has identified numerous opportunities for WCU to make clear how diversity and inclusion is important to our community. In sum, a regular assessment of the campus culture around diversity issues will be significant for the continuous monitoring of how these issues are affecting WCU and vice versa. Effective communication in response to diversity-related events on campus, as well as effective ongoing communication is essential for cultivating a culture of acceptance and inclusion. Enhancing support for diversity-related initiatives will be necessary for the campus community as well. We encourage the WCU administration and campus community as a whole to use the culmination of the JTFR and its final report to start an ongoing, long-term, campus-wide conversation about our commitment to diversity and inclusion, and how we can best express those values through our community efforts and educational offerings.

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[15] https://www.ncore.ou.edu/
[16] https://www.campuspride.org/camppride/
[17] http://ncbi.org/
[18] At the March 27, 2017 SGA meeting, student senators noted their desire for a greater "diversity education" impact in the curriculum, including a stronger presence in the Liberal Studies program as well as the creation of a related minor (not just certificate program).

APPENDIX A

Proposed Resolution to the Faculty Senate: Campus Racism and Formation of Task Force

Whereas, racism, whether intentional or not, is a nationally pervasive issue and is so on our university campus, like other campuses across the country, both historically and currently;[1]

Whereas, WCU has recently experienced a surge of racism, hate speech, harassment, and intimidation in numerous forms and venues;[2]

Whereas, campus response thus far has been focused on increasing open dialogue regarding civility, but has not directly addressed the problem of racism, hate speech, and intimidation;

Whereas, the Student Rights and Responsibilities in the Student Handbook states that students will "Live and learn within an environment that values freedom of access, and does not discriminate against individuals on the basis of race, color, religion, sex, sexual orientation, gender identity or expression, national origin, age, disability, genetic information, political affiliation, or veteran status," while also valuing student engagement "in a learning environment that promotes and values freedom of expression;"[3]

Whereas, the Student Rights and Responsibilities in the Student Handbook also states that students have the responsibilities to:
- Adhere to the expectation that no Student shall threaten, coerce, harass or intimidate another person or identifiable group of persons, in a manner that is unlawful or in violation of a constitutionally valid University policy, while on University premises or at University-sponsored activities based upon the person's race, color, religion, sex, sexual orientation, gender identity or expression, national origin, age, disability, genetic information, political affiliation, or veteran status. (UNC Policy Manual 700.4.2)

- Adhere to the expectation that no Student shall engage in unlawful harassment leading to a hostile environment. Unlawful harassment includes conduct that creates a hostile environment by meeting the following criteria: It is: (a) Directed toward a particular person or persons; (b) Based upon the person's race, color, religion, national origin, gender, sexual orientation, gender-identity, creed, disability, or veteran status; (c) Unwelcome; (d) Severe or pervasive; (e) Objectively offensive; and (f) So unreasonable that it interferes with the target person's employment, academic pursuits, or participation in University-sponsored activities as to effectively deny equal access to the University's resources and opportunities. (UNC Policy Manual 700.4.2)4

Whereas, the faculty, staff and students must take steps to maintain the campus atmosphere of free expression but to eliminate speech and actions that amount to hate speech or harassment;

Whereas, the Student Rights and Responsibilities does not include hate speech in its definitions or anywhere in its content: "Hate crime: an offense that is committed because of the victim's race, color, religion, sex, sexual orientation, gender identity or expression, national origin, age, disability, genetic information, political affiliation, or veteran status. Conduct that may not rise to the level of a 'Hate Crime' may still constitute harassment;"5

Be it resolved that the Faculty Senate, in partnership with the Staff Senate, and the Student Government Association, will form a joint Task Force on Racism;

> In addition, Dr. Kathleen Brennan, Chair of Anthropology and Sociology, will serve as Chair of the Task Force;

> In addition, membership – three faculty members, three staff members, three students (graduate and undergraduate), in addition to the Chair - will be appointed by the Faculty Senate leadership, in partnership with Staff Senate leadership and incoming SGA leadership.

> In addition, the Task Force will be charged with research and response leading to the formulation of suggested revisions to the Code of Student Conduct and the Community Creed to specifically address hate speech, racism, and other issues; potential curricular responses; potential mandatory coursework or workshops; or additional actions necessary to improve conditions for our campus community.

> In addition, the Task Force will look holistically at Faculty and Staff handbooks to consider more formal means for addressing diversity among these campus groups.

> In addition, the timeline of activities of the Task Force will span the 2016-2017 academic year.

> In addition, the Task Force Chair or proxy will remain in dialogue with the Faculty Senate, the Staff Senate, the Student Government Association and the Chief Diversity Officer throughout the Fall and Spring terms.

1 Historical context: http://soh.omeka.chass.ncsu.edu/exhibits/show/nubianmessage-1990s/nubianmessage-ncsuracism/nubianmessage-racismcontext /
http://www.thenation.com/article/blackballed-lawrence-ross-review/ /
http://college.usatoday.com/2016/02/26/racism-on-college-campuses-students-onwhere-we-are-now/ / https://www.washingtonpost.com/opinions/why-campus-racismjust-wont-go-away/2016/02/19/cdc30ac6-cab9-11e5-a7b2-5a2f824b02c9_story.html
2 http://www.smokymountainnews.com/news/item/17517-promoting-civility-onlineposts-prompt-discussion-about-race-and-inclusiveness-at-wcu
3 https://www.wcu.edu/WebFiles/PDFs/Catamount_Code_Final_Document.pdf
4 https://www.wcu.edu/WebFiles/PDFs/Catamount_Code_Final_Document.pdf
5 https://www.wcu.edu/WebFiles/PDFs/Catamount_Code_Final_Document.pdf

APPENDIX B

WCU Joint Task Force on Racism – Final Membership

Administrative Support:
Suzanne Tobin – Administrative Support Specialist, Office of the Provost, Academic Affairs

Advisory Support:
Ricardo Nazario y Colon – Chief Diversity Officer, Office of the Provost, Academic Affairs
Kevin Koett – Associate Vice Chancellor and Dean of Students, Student Affairs

Student Members:
Brittany Cotton – M.Ed. Higher Ed Student Affairs, College of Education and Allied
        Professions, Department of Residential Living (Graduate Community Coordinator)
Jacob French – Business Administration and Law B.S.B.A., College of Business, Chancellor
        Ambassador
Adam Lytle – Accounting B.S.B.A., College of Business, SGA (Senator)
Benjamin Snedegar – Music B.A., College of Fine and Performing Arts, Political Science B.A.,
        College of Arts and Sciences, College Republicans (Chair)

Staff Members:
Pam DeGraffenreid – Bookstore Director, UNC Staff Assembly (Delegate), Student Affairs
Kim Gorman – Counseling & Psychological Services (Director), Student Affairs
Alison Joseph – Office Institutional Planning and Effectiveness, Staff Senate (Senator),
        Academic Affairs
Dean Paulk – Center for Career and Professional Development, Staff Senate (Senator),
        Academic Affairs

Faculty Members:
Kathleen Brennan – Associate Professor, Department of Anthropology of Sociology, College of
        Arts and Sciences
Enrique Gomez – Associate Professor, Department of Chemistry and Physics, College of Arts
        and Sciences
Steve Ha – Professor, School of Economics, Management, and Project Management, College of
        Business
Rebecca Lasher – Assistant Professor, Department of Social Work, College of Health and
        Human Sciences

APPENDIX C

JTFR Research Questions for Campus Climate Survey

1. White fragility – What does it look like and why does it occur?
2. What are campus community members' news outlets or sources of information? Where do they get information about diversity and inclusion-related topics?
3. Do campus community members feel free to speak their minds? Does campus location / context influence the degree to which they feel free to speak their minds? For example – their dorm, major classes, clubs, unit, office, etc.
4. Do campus community members feel safe at WCU? If not, are there university places where they do feel safe? Where are specific places they do not feel safe?
5. Do campus community members feel comfortable having dialogue about race? What level of comfort do they feel having dialogue about race?
6. What is campus community members' level of interest in diversity / cultural competency training? What is their preference for type of training (workshop, certificate, etc.)?
7. How do campus community members define hate speech? Should the institution create their own definition of hate speech?
8. What is campus community members' perception of the university's response to racial events on campus?
9. What level of knowledge do campus community members have about racial events on campus?
10. Do campus community members know what to do and say when racial incidents occur in their presence or on campus more generally?

UNC Institution Diversity Statement Examples

UNC – Chapel Hill
The University supports intellectual freedom, promotes personal integrity and justice, and pursues values that foster enlightened leadership devoted to improving the conditions of human life in the state, the nation, and the world.

The University believes that it can achieve its educational, research, and service mission only by creating and sustaining an environment in which students, faculty, and staff represent diversity, for example, of social backgrounds, economic circumstances, personal characteristics, philosophical outlooks, life experiences, perspectives, beliefs, expectations, and aspirations, to mention some salient factors.

The University will achieve and maintain diversity on the campus through the admission of students and employment of faculty and staff who broadly reflect the ways in which we differ. The University promotes intellectual growth and derives the educational benefits of diversity by creating opportunities for intense dialogue and rigorous analysis and by fostering mutually beneficial interactions among members of the community.

The University provides an environment that values and respects civility and cordiality of discourse in order that all members of a diverse community feel welcomed and feel free to express their ideas without fear of reprisal.

UNC – Wilmington
In the pursuit of excellence, the University of North Carolina Wilmington actively fosters, encourages, and promotes inclusiveness, mutual respect, acceptance and open-mindedness among students, faculty, staff, and the broader community. Diversity is an educational benefit that enhances the academic experience, and fosters a free exchange of ideas from multiple perspectives.

Diversity includes, but is not limited to race, sex, age, color, national origin (including ethnicity), creed, religion, disability, sexual orientation, political affiliation, veteran's status, gender, educational disadvantage, socio-economic circumstances, language, and history of overcoming adversity.

NC State
Here at the people's university, we welcome all people regardless of ethnicity, race, national origin, age, gender, sexual orientation, socioeconomic background, religion or disability. While these may be things we choose to identify ourselves as, they do not define us. Instead, we choose to be defined by our excellence and our commitment to growth. Because diversity is what makes our lives richer and gives us the chance to advance our university, NC State will continue striving to be more diverse in hopes of creating a culture that values empathy, respect, tolerance and equality for all. In doing this, we hope to serve as pioneers in a much larger way, paving the road for a more diverse and inclusive world – both at home and abroad.

Respect Compact Example

Draft/Proposed WCU Respect Compact (Compiled from VCU/UNCW)

In the pursuit of excellence, WCU fosters, encourages, and promotes inclusiveness, mutual respect, acceptance, and open-mindedness among, students, faculty, and staff and should strive to exemplify the following ideals to become a forward thinking campus:

- To demonstrate academic and personal integrity.
  We are committed to this ideal of respect and we practice honesty, loyalty and faithfulness.

- To respect the rights and property of others.
  We are committed to respect all aspects of the personal rights of others and refrain from all forms of theft, vandalism and destruction of property of others.

- To be open to others opinions.
  We promote the right of every person to participate in the free exchange of thoughts and opinions within a climate of civility and mutual respect.

- To uphold academic freedom and freedom of intellectual inquiry.
  The university is committed to educating its students in an atmosphere of freedom of expression, critical thinking, intellectual curiosity and scholarship to permit students to realize their full potential as informed, productive citizens with a lifelong commitment to learning and service.

- To appreciate diversity and to value and learn from the uniqueness of each person.
  We affirm the dignity of all persons in an environment of respect for each individual, even when differences exist by eliminating prejudice and discrimination through education and interaction with others.

- To uphold the right of all persons to be treated with dignity and respect and to refrain from all forms of intimidation harassment and illegal discrimination.
  We are committed to this ideal practices of courtesy and consideration towards others and refrains from any action that degrades another person.

- To demonstrate and respect intellectual courage in situations that demand it.
  We are committed to this ideal which requires us to uphold the highest standards and ideals of teaching, scholarship, research and intellectual integrity.

Diversity Initiatives at UNC System Institutions

Appalachian State University (diversity.appstate.edu)

- Office of Equity, Diversity, & Compliance
- Chief Diversity Officer
- Diversity Celebration (yearly festival)
- List of clubs and orgs online
    - Judaic, Holocaust, & Peace Studies
- LGBT Center, Multicultural Center, Women's Center
- List of Diversity-related courses online
- Data online
- Diversity initiatives online
- Letter from the Chancellor online
- Mentoring programs
- Admissions material translated to Spanish
- Education and Training for search committees on implicit bias; online module
- Education to all supervisors by outside consultant
- Luncheon with stylist who provides services to people of color

East Carolina University (https://www.ecu.edu/edc/)

- Chief Diversity Officer
- Workshops on various topics and online modules
- Seminars
- Lending Library (books and videos)
- Diversity Education Collective trainings
- Definitions and statement against discrimination
- Support groups
- Newsletters
- Diversity Data Analyst

Elizabeth City State University (HBCU)

- Multicultural Affairs Council
- Programs and organizations

Fayetteville State University (HBCU)

- NO INFORMATION AVAILABLE AT TIME OF DATA COLLECTION

North Carolina A&T State University (HBCU)

- Diversity Director hired two years ago
- Recruitment
- Attempting to establish diversity committee
- Used to have mandatory training for all incoming freshmen, but program was stopped unexpectedly this year

North Carolina Central University (HBCU)

- LGBTA resource center
- Programming
- Latino initiative; their strategic plan is to increase Latino students
- Panel with Latino & Afro-Latino students
- Partnered with Career Services to ensure their fashion show is inclusive of LGBT students
- International festival
- Multilingual spoken word
- Mentoring for Latino students

North Carolina State University (https://www.ncsu.edu/diversity/)

- Office for Institutional Equity & Diversity
- Diversity Digest (weekly e-digest)
- Multicultural Student Affairs, Women's Center, GLBT Center, African American Cultural Center
- Peer Mentor Program
- Equal Opportunity Institute
- Workshops
- Diversity Dialogues
- Lectures
- Diversity statements from Chancellor and Vice Provost on website

UNC-Asheville (https://academicaffairs.unca.edu/diversity-unc-asheville)

- Center for Diversity Education
- K-12 programming; community programming
- Exhibits (Nazi persecution of homosexuals; a day in the life of transgender individuals, etc.)
- Integrative Liberal Studies with courses labeled as Diversity Intensive
  - Women, Gender, and Sexuality
  - International Studies
  - Asian Studies

UNC-Chapel Hill (diversity.unc.edu)

- Diversity and Multicultural Affairs office
- Latinx Peer Mentoring Program
- Achieving Carolina Excellence
  - 1st year and transfer students from underrepresented populations—academic & counseling; cultural activities; meeting faculty and staff
- Minority Student Recruitment Committee
- Summer Institutes
  - Rural, underserved, minorities
- Faculty and Staff
  - Trainings/workshops (also for employers)
  - Yearly THINKposium (seminar series on diversity)
  - Diversity in STEM conference

UNC Charlotte (diversity.uncc.edu)

- Chancellor's Diversity Challenge Fund (grant for departments or individuals)
- Resources online
- Fact sheet and scorecards for each college and overall for the University
- Online diversity plan
- Multicultural center
- Latino Student Services, Minority Student Support Services, Office of Women's Programs
- Lectures
- African/African American Faculty/Staff Caucus
- Latino/Hispanic Faculty/Staff Caucus

UNC-Greensboro (oedi.uncg.edu)

- Office of Equity, Diversity, and Inclusion
- Letter from Chancellor on website
- Data and statistics
- History of diversity initiative, including advisory committee & reports
- List of associations/organizations
- Diversity memberships the University has
- Office of Multicultural Affairs
- Diversity initiatives by each college
- African American Studies, Women & Gender Studies
- Shades of Color Conference (annual)
- Forums and Workshops

UNC-Pembroke (http://studentaffairs.uncp.edu/diversity-inclusion/understanding-diversity/diversity-statistics/)

- Art exhibits
- Documentaries
- Workshops
- Mentor Programs
- Student Groups
- Committees (with member names on website)
- Social Justice Symposium
- Diversity & Leadership Summit
- Diversity Dialogues
- Cultural/Sensitivity trainings and diversity education
- Resources and articles on website
- Stats

UNC-Wilmington (uncw.edu/diversity)

- Office of Institutional Diversity & Inclusion
- Chief Diversity Officer
- African American Cultural Center and Centro Hispano
- LGBTQIA Resource Office
- Groups (staff association and advisory boards)
- Diversity courses listed on website
    - Africana Studies
    - Asian Studies
    - Latin American Studies
    - Native American Studies
    - Women's and Gender Studies
- Engagement and Inclusion Survey (with results online)

Western Carolina University

- Chief Diversity Officer hired summer 2016
- Diversity dialogues website
- ICA sponsored events
- Diversity Statements in Dept of Communication Sciences and Disorders curriculum https://www.wcu.edu/learn/departments-schools-colleges/HHS/csd/csd-curriculum/prevention-statements.aspx
- College of Education—Diversity and Culturally Responsive Teaching website: http://www.wcu.edu/learn/departments-schools-colleges/ceap/suite-201/csbt/forbegteach/resources-for-beginning-teachers/diversity-and-culturally-responsive-teaching/
- CAPS Outreach programming

- Climate and Diversity Survey done in 2014

Winston-Salem University

- Office of EEO/AA & Diversity
- Trainings
- Cultural competency development training/series
- Demographics online
- Links and articles/resources
- Search committee training